**Before Viewing the Webcast**

Ask yourself the following questions about your existing classroom assessment

practices. Be honest – it’s rare that we can do everything we know we should all

the time. You’ll benefit most from this process if you reflect carefully on your own

practice:

|  |  |  |  |
| --- | --- | --- | --- |
| When do I use assessment in the  classroom? | Almost  Never | Some of the Time | Almost Always |
| Before beginning a unit or a lesson |  |  | X |
| In the middle of teaching a unit or a lesson |  |  | X |
| Throughout teaching a unit or lesson |  |  | X |
| At the end of teaching a unit or a lesson |  |  | X |

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| Why do I use assessment in the  classroom? | **Almost**  **never** | **Some of**  **the time** | **Almost**  **always** |
| To determine students’ level of existing knowledge |  |  | X |
| To find out which students understand and don’t  understand a concept or the material presented |  |  | X |
| To find out which students could benefit from  different learning opportunities |  | X |  |
| To give specific feedback to students |  | X |  |
| To give specific feedback to parents |  | X |  |
| To provide students with models for self assessment |  | X |  |
| To determine a final grade for a student’s report  card |  |  | X |

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| More Questions to consider… | Almost  Never | Some of the time | Almost Always |
| I tend to use pencil & paper tests or assignments for  assessment |  | X |  |
| I use a wide variety of assessment approaches |  |  | X |
| I select the assessment approach based on the  assessment purpose |  |  | X |
| I tend to assess all my students in the same way |  |  | x |
| I begin my unit planning at the end – by thinking  about how I’ll assess my students’ learning |  | X |  |
| I develop assessment tasks to get at the root of  individual student misunderstanding or  misconceptions |  |  | X |
| I use assessment tasks specifically to teach my  students to think about their own learning |  | X |  |

**During the webcast**

Use the following materials to support your understanding of the information

being presented. You can always watch the webcast in its entirety before using

these materials. Remember, learning is a process that takes time, effort, and

active participation:

Why Change Assessment Practices

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| --- | --- |
| **What I already knew** | **What I hadn’t thought of before** |
| The importance of assessment for learning. I generally start units with pre-assessments and I often give students whiteboards to get some quick feedback of all students to make sure that concepts are being grasped. | How important it is to teach a student to assess themselves well. Assessment is the key to individualized teaching. |

***Assessment and Learning; Using Assessment to Differentiate***

***Learning***

**Your Jojo Story**

“Learning happens when what we believe to be true is challenged by new information that cannot fit into the schema that we’ve developed to try to explain the world around us”.

***Purposes of Assessment***

|  |  |
| --- | --- |
| ***What I already knew*** | **What I hadn’t thought of before** |
| That I enjoyed challenging my students to think differently and outside of the box and to question existing beliefs. | How often that in the face of incontrovertible evidence students still cling to existing beliefs. For example, I took a class of Grade 7 students and real examples of a 15 year set of data and asked students each year to invest their $1000. Many students realized that equities in general gave the best return if they picked it consistently but many still thought they could ‘beat the market’ by choosing when the market would be good or bad.  Also, I never thought of assessment ‘as’ learning (even though it is kind of a perverted subset of assessment ‘for’ learning). |

**Quality in Classroom Assessment**

***Questions I can ask myself to help me ensure reliability:***

How sure am I that this assessment will give me the proper insight to make an adequate evaluation of this student?

Do I need to do additional probing?

Do I need other colleagues to look at this students work?

**Reference Points**

***What I have learned about reference points:***

They are either norm referenced, criterion referenced or self referenced. They are often used in a jumbled combination.

Complex reference points are honed and calibrated to use to identify what to do next.

You have to know your stuff! Not only do you have to know what to do when they understand but what to do when they don’t!

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**Validity**

***Questions I can ask myself to help ensure validity:***

What are we actually teaching?

Is this really what I am assessing?

Is it embedded in the material?

***Assessment***

Use this placemat to jot notes about key messages throughout the Webcast.

**Assessment As Learning**

Mostly a subset of assessment for learning. Using the capacity of student to evaluate themselves. Needs constant monitoring. Needs lots of exemplars. Needs safe environment. You can have an assessment purely on how confident a student is on answers instead of giving an answer. Very important.

**Assessment For Learning**

Most important. Constant. Individualized.

**Assessment of Learning**

Should be used the most rarely. High quality. Fair.

**Key Messages**

**Following the Webcast**

***Classroom Assessment with Purpose in Mind: Self-Assessment***

Use the following chart to determine where you best fit in relation to the three

purposes for assessment. Remember – this is not about being “good” or “bad” at

assessment. It’s more about your level of experience and the extent to which

you’ve had opportunities to develop your professional learning in relation to

creating and using assessment for these different purposes. Try it for the idea as

a whole, and then for each of the purposes separately – assessment for learning,

assessment as learning and assessment of learning to see where you might

focus your own professional learning experiences.

***Differentiating Assessment by Purpose – Self Assessment***

**Emergent Proficient**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| I have little  practical  experience  with  developing  assessments  for different  purposes and I  don’t know if  I’m doing it or  not but I don’t  plan it  intentionally | I am using  assessment for  different  purposes and  feel awkward  about doing it  right and have  to plan  carefully to  keep a  balance. | I have  internalized  the key  dimensions of  assessment for  different  purposes and  they are  becoming  automatic,  especially  when I think  about what I  want to do in  advance. | I routinely  plan and  analyse my  teaching and  assessment  practices to  clarify the  assessment  purpose and  ensure my  practices fit  the purpose. | I intentionally  integrate the  different  purposes  throughout my  lessons and  units and  making ongoing  adaptations  automatically |

Where do you see yourself on the continuum in relation to using assessment for

different purposes and adapting your practices to the purpose that they are

intended to serve? Do you have some experience? Are you starting to see the

many questions that still need to be asked? Do you feel like your assessment

practices are differentiated and appropriate to the intended purpose?

I constantly assess for learning, but I feel I could do more assessments as learning by getting students to have a greater understanding for their own work, visualizing their goals and measuring their own successes.

***Ideas for Improving Record Keeping***

Brainstorm ideas for enhancing your record keeping so that it provides evidence

for each assessment purpose.

Have a varied selection of different assessment tools. Make rubrics very concrete and complex. Hone and adapt rubrics so that you really are measuring what is important. Get opinions of colleagues on students’ work. Do additional probing to make sure concepts are grasped. Allow students to use a variety of expression to show understanding.

***Teachers’ Roles in Classroom Assessment***

Consider the three tables below and enter examples of how you do this already

or could do it in the future.

|  |  |
| --- | --- |
| ***ASSESSMENT FOR LEARNING*** | Examples |
| **How do (or could) I:**  **Design and use assessments to**  **determine what students are**  **thinking in relation to the**  **expectations, in order to**  **streamline and target instruction**  **and resources.**  􀂾 Create assessments that  provide detailed  information about the  progression of learning in  key areas of the  curriculumn  􀂾 Target teaching strategies  to the student needs that  emerge from regular  assessments  􀂾 Provide timely descriptive  feedback and direction  􀂾 Select and/or adapt  materials and resources for  focused instruction with a  student or group of students | I’ll often pass out whiteboards before a lesson or at the end of a lesson and ask some quick questions to see if concepts are understood. It’s great for getting quick feedback on understanding.  I will always have some in class time to work on any concept/ activity/ task. You can never blindly give an assignment without firsthand knowledge that the concept is being understood and applied.  Rudimentary pre-knowledge should be evaluated generally based on a pre-assessment test. I generally like to have open ended questions that have the students explain their reasoning. |
|  |  |
| ***ASSESSMENT AS LEARNING*** | Examples |
| **How do (or could) I:**  **Construct and use assessments to**  **allow students to think about**  **and monitor their own learning**  **and develop internal feedback or**  **self-monitoring mechanisms to**  **validate and to question their**  **own judgements**  􀂾 Provide students with  rubrics and exemplars as  models of good practice  􀂾 Teach students to reflect on  their learning, identify  different possibilities,  challenge their ideas for  inaccuracies, and work  toward better  understanding  􀂾 Provide opportunities for  practice, independence, and  responsibility  􀂾 Monitor students’  metacognitive processes as  well as their learning | Provide several well executed exemplars and detailed rubrics. Allow for self monitoring and assessment. Monitor a students accuracy of self monitoring constantly. Make sure that atmosphere is not restrictive to student. Ask leading questions so that students can guide themselves to fair self assessment. Shape the understanding. |

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| ***ASSESSMENT OF LEARNING*** | Examples |
| **How do (or could) I:**  **Ensure that the assessment**  **procedures are high quality and**  **the interpretations are defensible**  **and supported by evidence**  􀂾 Give a rationale for each  assessment *of* learning  􀂾 Provide clear descriptions  of the intended learning  􀂾 Create assessment  processes that allow all  students to demonstrate  their competence  􀂾 Offer alternative  mechanisms for assessing  the same outcomesnMake  reference points for making  judgements public  􀂾 Make interpretation and  judgments transparent  􀂾 Have processes for  recourse in the event of  disagreement about the  decisions | An end of unit test would be a suitable example of an assessment of learning. It should be a suitable blend of various types of questions such as short answer, multiple choice, fill in the blanks and problems. It should focus on a conceptual understanding of the core material and show relevance to real world application as opposed to rote memorization of details. Questions should be unambiguous and offer limited solutions. |

***Working Together for Purposeful Assessment***

Think about the following questions. If you are working with others, share your

thoughts as a group:

􀂾 How has this webcast changed your level of understanding about the

purposes of classroom assessment?

It has raised its importance even though I had already thought highly of them. I have a new appreciation of assessment as learning.

􀂾 How has this webcast changed how you view your existing assessment

practices? (e.g., Do you see ways you could ensure that your assessment

is consistent with balancing the purposes? Do you think your students

could benefit from new assessment practices in the classroom?)

I feel more challenged to offer more precise and unambiguous and complex rubrics. I also would be more willing to let students guide their own assessments for/as learning.

􀂾 Do you feel ready to try making changes in your practices?

I’m looking forward to these changes

􀂾 Do you feel the need for more support?

􀂾 If you need more support, who might provide it? Other colleagues? Your

principal?

I’m confident other colleagues would give constructive feedback of ideas.

***Looking to the Future***

What are the three most significant things you can do to improve your classroom

assessment practices?

* **Understand the material**
* **Give clear concise rubrics**
* **Give constant varied assessment with much feedback**

|  |  |  |  |
| --- | --- | --- | --- |
| **What can I do to**  **improve my**  **classroom**  **assessment**  **practice?** | **What do I need in**  **order to do this?** | **Where can I get**  **what I need?**  **Whose help do I**  **need to engage?** | **How will I know**  **that I improved?**  **(i.e. What will I**  **see?)** |
| Improve “assessement as learning” | Lots of good exemplars  Good rubrics  Constant monitoring | Some help from colleagues but mostly from self | Should see a more motivated and accurate self-assessing student |
| Ensure reliability of assessment | High quality fair assessments. Possible further probes. | Possible help from colleagues | Further assessments should validate reliability. Colleagues should agree. |
| Improving record Keeping | Constant varied assessments. Additional probes. Rubrics should be improved as they are used. | Help from colleagues. | Further probes should give same results. |